

Policy Component: Nutrition Education and Promotion

Goal

School districts will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. Districts will provide an environment that encourages and supports healthy eating by students.

Rationale

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

Policy Recommendations

Policies for Nutrition Education and Promotion will address the following areas:

- Standards-Based, Sequential Nutrition Education
- Connecting with Existing Curriculums
- Education Links with School
- Professional Development for Teachers
- Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum
- Educational Reinforcement
- Nutrition Promotion
- Staff Awareness
- Staff Members as Role Models

Specific guidance regarding the implementation of each policy recommendation for Nutrition Education and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

*This section provides **recommendations** (not requirements) for policy language for Nutrition Education and Promotion. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.*

Policy Recommendations

Standards-Based Sequential Nutrition Education

Nutrition education shall be based on current science, research and national guidelines. Nutrition education shall be standards-based, using national or state-developed standards, such as the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

Connecting with Existing Curriculums

Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. All K-12 instructional staff members shall be encouraged to incorporate nutritional themes from the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* into daily lessons, when appropriate, to reinforce and support health messages.

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

The school district shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

The school district shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Policy Recommendations

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school district shall conduct nutrition education activities and promotions that involve parents, students and the community. The district shall participate in programs that promote and reinforce student health, such as Team Nutrition and the HealthierUS School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer science teachers, and other appropriate school staff members.

Staff Awareness

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.

Staff Members as Role Models

School staff members shall be encouraged to model healthy eating and physical activity behaviors.



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Standards-Based Sequential Nutrition Education

Curriculum Development

The Connecticut State Department of Education's (SDE) *Healthy and Balanced Living Curriculum Framework* presents a vision for healthy and balanced living by showing the interrelated concepts and skills in comprehensive school health (including nutrition) and physical education. The purpose of the curriculum framework is to guide the development of curriculums that challenge and motivate students and contribute to student learning and achievement. Districts are encouraged to use the *Healthy and Balanced Living Curriculum Framework* as a best practice document to develop the nutrition education component of their comprehensive health education curriculum.

The goal of SDE's *Healthy and Balanced Living Curriculum Framework* is to provide guidance and show connections between the components of comprehensive school health and physical education. The curriculum framework leads students to make connections and apply the concepts and skills of health and physical education for the purpose of developing and maintaining well-being. The design of the curriculum framework begins to move instruction in this direction.

The *Healthy and Balanced Living Curriculum Framework* standards guide students in how to live actively, energetically and fully in a state of well-being and what concepts and skills are necessary to accept responsibility for self and well-being. The health and physical education standards are based on the *National Health Education Standards* and *Moving into the Future: The National Standards for Physical Education, 2nd edition*.

Two recommended resources to help guide curriculum development and instruction are the Health Education Assessment Project (HEAP) and the Health Education Curriculum Analysis Tool (HECAT).

- **Health Education Assessment Project (HEAP):** HEAP is a national and state initiative focused on increasing the capacity of school districts to deliver a research-based approach to building the health literacy of students by addressing accountability in comprehensive school health education. HEAP aligns curriculum, instruction and assessment to improve student learning through comprehensive school health education instruction using the *Connecticut Curriculum Assessment Frameworks* and HEAP student assessment items. HEAP's objectives are to:
 - ♦ provide strategies for scoring student work in order to assess comprehensive school health education curriculums;
 - ♦ develop capacity for school communities to provide effective, assessment-based, comprehensive school health education for all students;
 - ♦ provide consistency in the application of the state standards in assessment-based, comprehensive school health education;
 - ♦ increase connections between comprehensive school health education and other components of Coordinated School Health; and
 - ♦ improve coordination of assessment strategies within the school community.

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- **Health Education Curriculum Analysis Tool (HECAT):** HECAT allows educators to evaluate and select their curriculums based on research that supports positive health behaviors among students by answering the following questions:
 - ♦ Is the curriculum enhancing students' health behaviors?
 - ♦ Are the elements of effective health education practices incorporated?
 - ♦ How is it aligned with national and state health education standards?
 - ♦ Are strategies included that assess both concepts and skills?
 - ♦ Is the content accurate and current?
 - ♦ Are there opportunities for students to practice essential health skills?
 - ♦ Does it promote positive health behaviors and norms?
 - ♦ What and where are the gaps?

Additional resources to assist with curriculum development are found in *Curriculum Development* under *Resources* at the end of this section.

Content Areas

Nutrition education shall be designed to help students learn:

- nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, accessing and critically evaluating nutrition information, misinformation and commercial food advertising;
- how to assess and manage one's personal eating habits, set goals for improvement and achieve those goals; and
- how to communicate, make healthy decisions and advocate for developing lifelong healthy habits.

Nutrition education activities shall:

- be consistent with the Dietary Guidelines for Americans (http://www.usda.gov/cnpp/dietary_guidelines.html);
- emphasize the appealing aspects of healthy eating;
- include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;
- promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasize caloric balance between food intake and energy expenditure (physical activity);
- engage families as partners in their children's education; and
- teach media literacy with an emphasis on food marketing.

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Nutrition Themes

Nutrition themes include, but are not limited to, the following:

- MyPyramid (Healthy Eating Plan)
- Dietary Guidelines for Americans
- Sources of Major Nutrients
- Understanding Calories
- Food Labels
- Identify and Limit Foods of Low Nutrient Density
- Healthy Heart Choices
- Diet and Disease
- Body-Size Acceptance, Healthy Weight and Dangers of Unhealthy Weight-Control Practices
- Healthy Breakfast
- Healthy Snacks
- Multicultural Influences
- Proper Food Safety/Sanitation

Themes should be developmentally and culturally appropriate. The district nutrition policy should reinforce nutrition education to help students practice these themes in a supportive school environment.

Nutrition Education Strategies

Nutrition education strategies are most likely to promote lifelong habits for good health if they help children learn the skills needed for healthy eating behaviors, provide opportunities to practice these behaviors, and make nutrition education relevant and fun. Effective nutrition education programs influence eating behaviors. As indicated in the Centers for Disease Control and Prevention's (CDC) *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, effective nutrition education programs:

- focus on changing specific behaviors rather than on learning general facts about nutrition;
- employ active learning or experiential strategies using developmentally appropriate instructional concepts at each grade level;
- devote adequate time and intensity to focus on behaviors and skill building;
- provide teachers and other staff members with adequate training in nutrition education; and
- link with the school environment by involving the child's family and providing school meal programs and food-related policies that reinforce classroom nutrition education.

CDC notes, "The context in which students learn about healthy eating behaviors and the feelings students associate with healthy foods are key factors in determining their receptivity to nutrition education. Students are more likely to adopt healthy eating behaviors when:

- they learn about these behaviors through fun, participatory activities rather than through lectures;
- lessons emphasize the positive, appealing aspects of healthy eating patterns rather than the negative consequences of unhealthy eating patterns;

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- the benefits of healthy eating behaviors are presented in the context of what is already important to the students; and
- the students have repeated opportunities to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber during their lessons."

Developmentally Appropriate and Culturally Relevant Activities

CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes how the nutrition curriculum should be both developmentally and culturally appropriate. "Different educational strategies should be used for children at different stages of cognitive development. Regardless of the amount and quality of teaching they receive, young elementary students might not fully understand abstract concepts (e.g., the nutrient content of foods or the classification of foods into groups). Nutrition education for young children should focus on concrete experiences (e.g., increasing exposure to many healthy foods and building skills in choosing healthy foods).

"More abstract associations between nutrition and health become appropriate as children approach middle school. By this age, children can understand and act on the connection between eating behaviors and health. Nutrition education for middle and high school students should focus on helping students assess their own eating behaviors and set goals for improving their food selection. Lessons for older children should emphasize personal responsibility, decision-making skills, advocating for healthy behaviors and resisting negative social pressures.

"Nutrition education presents opportunities for students to learn about and experience cultural diversity related to food and eating. Students from different cultural groups have different health concerns, eating patterns, food preferences, and food-related habits and attitudes. These differences need to be considered when developing curricula or discussing food choices. Nutrition education can succeed only when students believe it is relevant to their lives."

Connecting with Existing Curriculums

Nutrition education should be taught as part of the comprehensive school health education curriculum. When nutrition education is linked with other content areas, children have daily exposure to nutrition concepts and messages. An interdisciplinary approach to nutrition education reinforces what children are learning.

The interdisciplinary approach to nutrition education should complement and not replace sequential nutrition education lessons within a comprehensive school health education curriculum. The exclusive use of an interdisciplinary approach can sacrifice key elements of an effective nutrition education program (e.g., adequate instructional time, focusing on behaviors and skill-building, attention to scope and sequence, and adequate teacher preparation).



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Nutrition concepts are easily linked with a variety of content areas, such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. For example:

- using literature with appropriate health themes in language arts;
- calculating nutritional value of foods and analyzing nutrients in math;
- reading food labels and calculating the percent contribution of daily nutrients in math;
- identifying foods' chemical compounds in science;
- determining chemical changes in recipe ingredients (e.g., formation of gluten in flour) in chemistry;
- researching food customs of other countries in social studies;
- preparing another country's recipe in world language class; and
- creating a healthy menu based on local food preferences in social studies.

The chart below provides an example of how the nutrition concept "Eat five servings of fruits and vegetables a day for good health" can easily be incorporated into other subject areas at the elementary level.

Connecting Nutrition Concepts across the Curriculum

Language Arts – Read books with fruit and vegetable themes. Describe and discuss the colors, shapes, textures and tastes of the different types of fruits and vegetables featured in these books.

Social Studies and Geography – Learn about states and countries where certain fruits and vegetables are grown. Map countries that are major producers of specific fruits and vegetables.

Mathematics – Have students track the number of servings of fruits and vegetables they eat for two days by placing stickers on a classroom chart. Count the number of fruits and vegetables and have students determine the following: What fruit is eaten most often? What vegetable is eaten most often?

Science – Conduct a Bean Olympics. Plant bean seeds in a shallow pan. Tape a number to a penny and place over each seed. The first bean to sprout and turn over its penny wins.

Resources to help districts connect nutrition themes to other areas of the school curriculum can be found in *Connecting with Existing Curriculums* under *Resources* at the end of this section.

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Education Links with School

Many opportunities to enhance nutrition education exist at school and in the community. Examples include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs, and nutrition promotions, events and initiatives such as school/community health fairs and school gardens. For more information, see *Education Links with School* and *Nutrition Promotion* under *Resources* at the end of this section.

Coordinated School Health: A coordinated school health program empowers students with not only the knowledge, attitudes and skills required to make positive health decisions, but also the environment, motivation, services and support necessary to develop and maintain healthy behaviors. The coordinated school health model includes health education, physical education, health services, nutrition services, health promotion for staff members, counseling and psychological services, healthy school environment, and parent/community involvement. (For more information, see *Coordinated School Health* under *Resources* in *Section 2 – Steps for Creating Local Policy*.) Each component can contribute to interdisciplinary efforts that promote healthy eating and physical activity. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides examples of how classroom nutrition education can be supported and reinforced throughout the school environment:

- Schools provide appealing, low-fat, low-sodium foods in vending machines and at school meetings and events;
- School counselors and nurses provide guidance on health and, if necessary, referrals to appropriate health professionals (e.g., registered dietitian) for nutritional problems;
- Community organizations provide counseling or nutrition education campaigns;
- Physical education teachers help students understand the relationship between nutrition and physical activity;
- School food service personnel serve healthy, well-balanced meals in the cafeteria; and
- School personnel act as role models for healthy eating (see *Staff Members as Role Models* in this section).

Cafeteria-Based Nutrition Education: The school cafeteria provides an ideal setting for students to practice healthy eating. Coordinating school food service programs with classroom lessons allows students to apply critical thinking skills taught in the classroom. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides suggestions for school food service personnel to connect the cafeteria to the classroom:

- Visit classrooms and explain how the school food service program ensures that meals meet U.S. Department of Agriculture (USDA) nutrition standards and the Dietary Guidelines for Americans.
- Invite classes to visit the cafeteria kitchen and learn how to prepare healthy foods.
- Involve students in planning the school menu and preparing recipes.
- Offer foods that reinforce classroom lessons, e.g., whole-wheat rolls to reinforce a lesson on dietary fiber.
- Display nutrition posters in the cafeteria and distribute nutrition information and materials.

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- Coordinate menus with classroom lessons and school promotions, e.g., featuring foods from other countries for an international day.
- Display nutrition information about available foods and give students opportunities to practice food analysis and selection skills learned in the classroom.

Resources to assist in the implementation of cafeteria-based nutrition education can be found in *Nutrition Lessons and Programs*, *Nutrition Promotion* and *Handouts for Children, Parents and School Staff* (see *Resources* at the end of this section).

After-School Programs: After-school programs provide an ideal setting to provide nutrition and physical activity opportunities. After-school programs extend their responsibilities to families and schools by including supportive learning environments, in addition to providing children with a safe environment, healthy recreation and appropriate social development. After-school programs have three components: academic, enrichment and recreational. Some programs incorporate health and nutrition concepts into the academic and recreational components of the program. For example, in some after-school programs, students learn about math and spatial reasoning by playing basketball. Students also learn about the importance of good nutrition and physical activities associated with developing the ability to learn and play the game. When a student gains competence in sports, music or gardening, the confidence and skills that come from that experience are transferable to academic skills.

Professional Development for Teachers

CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes successful professional development for teachers.

"Appropriate training in nutrition and comprehensive school health education affects the quality of instruction and increases the extent to which teachers implement the curriculum. All elementary school teachers as well as secondary school teachers in disciplines such as comprehensive school health education, family and consumer sciences, language arts, physical education and science should receive appropriate nutrition education training.

"Training should address developmentally and culturally appropriate content and teaching strategies. Training should focus on giving teachers the skills they need to provide innovative nutrition education techniques. Training programs are most effective if they:

- are designed to meet the specific needs of the teachers and are based on the teachers' level of nutrition knowledge and experience with suggested teaching strategies;
- model behavioral change techniques and give teachers practice in using them;
- involve multiple sessions spaced across time so that teachers can try out the newly learned techniques in their classrooms and report on their experiences to the training group; and
- provide post-training sessions so that teachers can share experiences with their peers.

"Teachers should understand the importance of fully implementing the selected curriculum and become familiar with its underlying theory and concepts. Training should also help

teachers assess and improve eating practices and make them aware of the behavioral messages they give as role models.”

In addition to teachers, professional development activities in nutrition should be offered to all appropriate school personnel; for example, mental health providers, school nurses and school food service personnel. Nutrition training can help mental health providers reinforce healthy eating behaviors for students. School nurses should have the opportunity to participate in continuing education activities so they can help educators design, implement and evaluate the nutrition curriculum or the nutrition component of the health education curriculum. Nutrition education can help food service personnel reinforce classroom instruction through the school meal program and help shape the district's nutrition policy. (For additional information, see *Training for Food Service Staff Members* in *Section 6 – Other School-Based Activities to Promote Student Wellness*.)

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

Districts should ensure that all nutrition education lessons and materials are accurate, complete and balanced and meet state and district standards. HEAP and HECAT can assist districts with the evaluation of comprehensive school health education curriculums, including nutrition education lessons and materials. For more information, see *Curriculum Development* at the beginning of this section.

Educational Reinforcement

By collaborating with other school and community groups working on nutrition education, districts can increase the effectiveness of nutrition interventions by providing consistent and reinforcing health messages. Districts may consider collaborating with nutrition education and physical activity programs conducted by:

- school clubs, organizations and the student council;
- PTA/PTO and other parent volunteers/organizations;
- local health departments;
- nonprofit health organizations, such as the American Heart Association, American Cancer Society and American Diabetes Association;
- hospital community outreach programs;
- town park and recreation departments;
- local health care providers, e.g., pediatricians, dentists, dietitians;
- community groups and programs, e.g., scouts, YMCA/YWCA;
- faith-based groups; and
- town and city health initiatives.

Additional information on collaboration can be found in *Partnering with Community Organizations* in *Section 7 – Communication and Promotion*.

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Nutrition Promotion

Participation in programs that promote and reinforce health emphasizes the school's commitment to a healthy school nutrition environment. Some programs that challenge schools to standards of excellence include:

- *HealthierUS School Challenge*: Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity.
<http://www.fns.usda.gov/tn/HealthierUS/index.html>
- *Team Nutrition (U.S. Department of Agriculture)*: Information on joining as a Team Nutrition school. <http://teamnutrition.usda.gov/team.html>

Schools can also promote nutrition through a variety of activities, including food demonstrations in school cafeterias, connecting with local farmers' markets and farm-to-school programs, sampling of popular healthy ethnic foods, and participating in comprehensive marketing campaigns (e.g., promoting nutrition and physical activity messages such as 5 A Day and daily physical activity). USDA's Team Nutrition resources can help schools conduct nutrition events such as health and nutrition fairs, theme days and tasting activities.

- *Team Nutrition Days How-To Kit*: A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities and publicity.
<http://www.fns.usda.gov/tn/Resources/howtokit.html>
- *Team Nutrition Event Calendar*: Developed to help plan and conduct creative nutrition education activities that support healthy school meals.
<http://www.fns.usda.gov/tn/Calendar/index.htm>
- *Team Nutrition School Activity Planner*: A "how-to" guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities.
<http://www.fns.usda.gov/tn/Resources/activityplanner.html>

Additional resources can be found in *Nutrition Promotion* under *Resources* at the end of this section.

Staff Awareness

It is important for all school personnel to be aware of the importance of nutrition and physical activity to student achievement so they can reinforce positive health messages in the school environment. The School Health Team can use appropriate personnel in the school district (including health and physical education teachers, family and consumer sciences teachers, school nurses, school medical advisors and school food service directors) and the community (including registered dietitians and other health professionals) to help promote staff awareness. Appropriate personnel can serve as a resource to teachers for nutrition and nutrition education. They can provide staff members with scientifically accurate and evidence-based health information regarding health benefits and risks of dietary habits, health trends and effective strategies for addressing nutrition issues, and food safety and food-borne illness prevention.

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Staff Members as Role Models

Adults can have a significant impact on the development of students' health behaviors. School staff members can model healthy eating and physical activity behaviors in a variety of ways, including:

- using teaching skills that help students gather information, practice problem solving techniques and use effective communication skills;
- providing healthy snacks in the classroom;
- encouraging nonfood fundraisers;
- not using food as a reward for behavior or academics;
- participating in the school meal program and making healthy choices;
- using the stairs instead of the elevator when appropriate;
- participating with children in classroom-based physical activity;
- leading or participating in school fitness activities such as walking or running clubs, yoga class and weight lifting;
- joining in children's games on the playground or gymnasium;
- talking about the physical activities they like to do outside of school;
- using physical activity as a reward rather than as a form of punishment; and
- using appropriate safety gear, such as helmets, during physical activity.

Staff wellness programs can encourage school personnel to be positive role models for students. Additional information on staff wellness is contained in *Section 6 – Other School-Based Activities to Promote Student Wellness*.



References

- Fit, Healthy and Ready to Learn: A School Health Policy Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*, National Association of State Boards of Education, March 2000:
<http://www.nasbe.org/healthyschools/fithealthy.html>
- Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, June 14, 1996/45(RR-9);1-33:
<http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
- Idaho Implementation Guide for School Wellness Policy*, Idaho Action for Healthy Kids, April 2005:
http://www.actionforhealthykids.org/filelib/toolsforteachers/recom/ID_ID-Implementation%20Guide%205-24-05.pdf
- Mississippi Local School Wellness Policy Guide for Development*, Mississippi Department of Education, 2005:
<http://www.mde.k12.ms.us/HealthySchools/Initiatives.html>
- Model School Wellness Policies*, National Alliance for Nutrition and Activity, 2005:
<http://www.schoolwellnesspolicies.org/>
- Rhode Island School District Nutrition & Physical Activity Model Policy Language*, Rhode Island Healthy Schools Coalition, August 2004: <http://www.actionforhealthykids.org/resources.php> (Select "Guidelines/Policies/Recommendations" under topic selection, then click on "view all documents" under Information and Resources and scroll down alphabetically.)
- School Nutrition Association Local Wellness Policy Recommendations*, School Nutrition Association, 2005:
<http://www.schoolnutrition.org/Index.aspx?id=1075>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Dietary Guidelines

Center for Nutrition Policy and Promotion, U.S. Department of Agriculture. Links scientific research to the nutrition needs of consumers via a variety of education materials, including the Food Guide Pyramid and other resources. <http://www.usda.gov/cnpp/>

Dietary Guidelines for Americans 2005, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html

Dietary Reference Intakes (DRIs) and Recommended Dietary Allowances (RDAs). Links to all guidelines and reports. <http://www.nal.usda.gov/fnic/etext/000105.html>

Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans, U.S. Department of Health and Human Services and U.S. Department of Agriculture, 2005: <http://www.healthierus.gov/dietaryguidelines/>

MyPyramid: <http://www.mypyramid.gov/>

MyPyramid Mini-Poster: <http://www.mypyramid.gov/>

Spanish Version of MyPyramid Handout, Dairy Council of California: <http://www.dairycouncilofca.org/>

Curriculum Development

A Guide to Curriculum Development: Purposes, Practices, Procedures, Connecticut State Department of Education: http://www.state.ct.us/sde/dtl/curriculum/currqde_generic/currguide_generic.htm

Children's Picture Book Database at Miami University. Design literature-based thematic units for all subjects, searchable by topics, concepts and skills. <http://www.lib.muohio.edu/pictbks/>

Health Education Assessment Project (HEAP): http://www.ccsso.org/Projects/SCASS/Projects/Health_Education_Assessment_Project/1540.cfm

Health Education Curriculum Analysis Tool (HECAT). Contact the State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, or visit <http://www.state.ct.us/sde/deps/Student/CHE/index.htm>

Healthy and Balanced Living Curriculum Framework, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/CHE/index.htm>

Moving into the Future: National Physical Education Standards, 2nd Edition, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publications-nationalstandards.html>

National Health Education Standards: http://www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html

Nutrition Education Intervention Resources, Teachers College, Columbia University, 2003. A bibliographical list of more than 100 references in the area of nutrition education interventions, useful for teams working on nutrition education curriculum development and best practices. <http://www.actionforhealthykids.org/filelib/resources/nutintbiblio.pdf>

Nutrition Education: Principles of Sound Impact Evaluation, U.S. Department of Agriculture, 2005: <http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>

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Nutrition Education

Dairy Council of California. Many nutrition education resources for teachers, parents and children, including MyPyramid handout and interactive game, and a personal nutrition planner.
<http://www.dairycouncilofca.org/>

Dole 5 A Day. Fruit and vegetable lesson plans, games and activities. <http://www.dole5aday.com/>

Eat Smart Play Hard, U.S. Department of Agriculture. A national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity. The campaign uses Power Panther™ as the primary communication vehicle for delivering nutrition and physical activity messages to children and their caregivers. Support materials include posters, a slogan, Power Panther™ costumes and other materials. Messages developed for the campaign are based on the Dietary Guidelines for Americans and the Food Guide Pyramid.
<http://www.fns.usda.gov/eatsmartplayhard/>

FDA & You Newsletter. An educational newsletter intended for use by health educators, secondary school students and their parents. <http://www.fda.gov/cdrh/fdaandyou/>

Food and Nutrition Resource List for Child Care and Preschool Staff, Food and Nutrition Information Center, September 2004: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/98-child.htm>

Food and Nutrition Resources for Grades Preschool through 6, Food and Nutrition Information Center, June 2000: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html>

Food and Nutrition Resources for Grades 7 through 12, Food and Nutrition Information Center, May 2001: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html>

Food History. Chronicles the history of food. <http://www.foodtimeline.org/>

Great Sites for Teaching Nutrition, Education World. Each week, Education World's *Great Sites for Teaching About...* page highlights websites to help educators work timely themes into their lessons.
http://www.educationworld.com/a_sites/sites010.shtml

How to Teach Nutrition to Kids, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas. Ordering information:
<http://www.nutritionforkids.com/aboutbook.htm>

How Stuff Works. Information on how things work for a huge variety of topics, including food and the body.
<http://www.howstuffworks.com/>

Interactive Toolbox, Food and Nutrition Information Center. Includes many websites with nutrition calculators and other tools for dietary assessment and planning, checking personal health risks, testing knowledge and evaluating needs. <http://www.nal.usda.gov/fnic/etext/O00035.html>

MyPyramid, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

MyPyramid, University of Florida. Information and handouts on the new USDA MyPyramid. Includes handouts in Spanish. <http://fycs.ifas.ufl.edu/pyramid/index.htm>

MyPyramid Tracker, U.S. Department of Agriculture. An online dietary and physical activity assessment tool that provides information on your diet quality, physical activity status, related nutrition messages, and links to nutrient and physical activity information. <http://www.mypyramidtracker.gov/>

National Cattlemen's Beef Association. Provides free nutrition education kits and resources for educators of preschool through 12th grade. <http://www.teachfree.org>

New England Dairy and Food Council (NEDFC). Geared toward educators, health professionals, school food service professionals and consumers. Includes nutrition education materials, milk promotion ideas, incentives for school cafeteria promotions and access to Mealtime Sampler, NEDFC's publications for school food service. <http://www.newenglanddairycouncil.org>

Nutrition Explorations, National Dairy Council. Includes nutrition information and resources for educators, parents and school food service. Also includes kids' page with games and information.
<http://www.nutritionexplorations.com/>

Nutrition Resource Library, Connecticut State Department of Education. Contains many resources for nutrition education and food service management. <http://www.state.ct.us/sde/deps/nutrition/index.htm> (under "Nutrition Resource Catalog 2003")

Oregon Dairy Council. Many free and low-cost nutrition education materials and resources for all ages. Includes links to websites geared toward kids, teens, parents and others.
<http://www.oregondairycouncil.org/>

Sources of Free or Low-Cost Food and Nutrition Materials, Food and Nutrition Information Center, July 2001:
<http://www.nal.usda.gov/fnic/pubs/bibs/gen/freelow.html>

Using the Food Guide Pyramid: A Resource for Nutrition Educators, U.S. Department of Agriculture, 1996:
<http://www.nalusda.gov/fnic/Fpyr/guide.pdf>

5 A Day Resource Guide, National Cancer Institute, 2002. Identifies curriculums and classroom materials for teachers (pre-k through high school); CD-ROMS, audiocassettes and activities for students; recipes and family activity tips to reinforce healthy diet messages for parents at home; and dynamic marketing and teaching materials for school food professionals. <http://www.5aday.gov/tools/school/index.html>

Nutrition Lessons and Programs

Destination Wellness – You're in the Driver's Seat, Nutrition Education Tool Kit for High School Students, Maryland State Department of Education, 2003. Contains eight lessons which meet the national standards for health education in nutrition for high school students. Can be used by health teachers, school nurses, family and consumer sciences teachers and others. The eight lessons are interactive and include a variety of hands-on activities. <http://schoolmeals.nal.usda.gov/Training/md/index.html>

Discovering the Food System: An Experiential Learning Program for Young and Inquiring Minds, Cornell University. An on-line curriculum designed for teachers and leaders of middle and high school students.
<http://www.hort.cornell.edu/foodsyst/>

Education World Lesson Planning Center, George Washington University. Search for nutrition lessons in the Health and Safety section. http://www.education-world.com/a_lesson/archives/health.shtml

Food on the Run, California Project LEAN, 2000. Dedicated to increasing healthy eating and physical activity among adolescents. The program focuses on strengthening individual skills and knowledge while also working to influence high school policies and environments to increase access to healthy foods and physical activity options. *Food on the Run* works with teens, parents, community members and local policy makers to educate them on the importance of healthy eating and physical activity, and to engage them in developing supportive policy solutions. <http://www.californiaprojectlean.org/resourcelibrary/default.asp> (Click on "Resource Library" and search for "Food on the Run.")

FitSource – Physical Activity and Nutrition in Child Care Settings, Child Care Bureau. Contains a wide variety of tools that can be used to incorporate physical activity and nutrition into child-care and after-school programs, including activities and game ideas, curriculums and lesson plans, campaigns, healthy menus and recipes, funding strategies, information for parents and other resources.
<http://www2.nccic.org/fitsource/index.cfm>

HealthSmart, ETR Associates. A K-12 health education program based on the national health education standards. Content and sample lessons for each grade level can be previewed before purchasing.
<http://pub.etr.org/healthsmart/index.html>

HealthTeacher.com. Provides a comprehensive, sequential K-12 health education curriculum that consists of almost 300 lesson guides that meet National Health Education Standards and provide skills-based assessment methods. <http://www.healthteacher.com/>

Jump Start Your Bones, Rutgers Cooperative Extension, 2000. A culturally sensitive, school-based osteoporosis prevention program designed for use by teachers, school nurses and other health professionals who work with middle school students. It stresses the importance of getting adequate calcium and weight-bearing exercise during adolescence to ensure peak bone mass and lifelong bone health. <http://www.njfsnep.org/>

Lesson Plans for Teachers, Texas Department of State Health Services. Lessons for kindergarten through Grade 5 on topics including anatomy and nutrition (available in both English and Spanish).
<http://www.dshs.state.tx.us/kids/lessonplans/default.shtm>

Middle School Nutrition and Physical Education Marketing, Colorado Team Nutrition Program, 2005. The program includes a wellness component that can be used by school staff members, two Power Point presentations for school staff members, a fruit-vegetable promotion, a set of parent newsletters, a set of physical education lessons for pre-k through Grade 12 and a set of reference articles related to nutrition and child obesity. http://schoolmeals.nal.usda.gov/Training/CO_Middle_School_Marketing/index.html

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MyPyramid, University of Missouri Extension. Introductory lesson plans on MyPyramid for grades pre-k to k, 1 to 3, 4 to 5 and 6 to 8. Also includes MyPyramid handouts for adults and youth.

<http://extension.missouri.edu/fnep/teaching.htm>

MyPyramid for Kids Classroom Material, U.S. Department of Agriculture, 2005. Lesson plans with reproducible worksheets for Grades 1-2, Grades 3-4 and Grades 5-6.

<http://teamnnutrition.usda.gov/Resources/mypyramidclassroom.html>

Responsible Healthy Lifestyles Nutrition Education Curriculum Grades 7-12, Utah State Office of Education, 1997 to 1999: <http://www.uen.org/Lessonplan/LPview?core=7>

Responsible Healthy Lifestyles Nutrition Education Curriculum: Teacher Resource Book K-6 Grades, Utah State Office of Education, 1993: http://www.uen.org/utahlink/lp_res/nutri001.html

Team Nutrition, U.S. Department of Agriculture. List of nutrition education materials.

<http://www.fns.usda.gov/tn/Resources/index.htm>

The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions: A Leader's Guide, Health and Human Services and U.S. Department of Agriculture, 2003. Intended for after-school program leaders working with young adolescents. Contains 10 interactive sessions, a recipe booklet, parent letter and Nutrition Facts cards. The CD contains additional activities, tips for improved communication with adolescents, a training video for the adult leaders, and a song for preteens.

http://www.fns.usda.gov/tn/Resources/power_of_choice.html

There's a Rainbow on My Plate, Produce for Better Health Foundation, 2003. A free nutrition education curriculum that encourages kindergarten through sixth grade students to develop healthy eating habits, and that focuses on the importance of eating five or more servings of fruits and vegetables every day.

http://www.5aday.com/html/curriculum/curr_home.php

yourSELF Middle School Nutrition Education Kit, U.S. Department of Agriculture, 1998. Contains materials for health education, home economics or family living classes that will help 7th and 8th grade students learn to make smart choices about eating and physical activity. The materials convey respect for adolescents' power of choice and their increasing control over their own health.

<http://www.fns.usda.gov/tn/Resources/yourself.html>

Games and Activities

Kids & Nutrition, North Dakota State University. Links to nutrition activities and resources for kids, teens, parents and teachers. <http://www.ext.nodak.edu/food/kidsnutrition/>

Milk Matters Games and Activities, National Institute of Child Health and Human Development. Games and activities to help children and teens learn more about calcium, why it's important for strong bones and healthy teeth, how much calcium is needed every day, and what foods contain calcium.

<http://www.nichd.nih.gov/milk/kidsteens.cfm>

MyPyramid Match Game, Dairy Council of California. Interactive learning tool designed for kids.

http://www.dairycouncilofca.org/activities/pyra_main.htm

Nutrition Café. Sponsored by the Pacific Science Center and the Washington State Dairy Council, this site includes three games (Nutrition Sleuth, Grab a Grape and Have-a-Bite Café) for kids.

<http://exhibits.pacsci.org/nutrition/>

Nutrition Explorations Kids' Page, National Dairy Council. Includes nutrition games and information.

<http://www.nutritionexplorations.org/kids/activities-main.asp>

Nutrition on the Web. Site on nutrition for teens created by teens, including information and interactive activities in English, Spanish and German. <http://library.thinkquest.org/10991/>

Puzzlemaker. Create your own nutrition crosswords and word searches. <http://www.puzzlemaker.com>

Sci4Kids, U.S. Department of Agriculture, Agricultural Research Service. Includes a variety of teacher-ready activities (coloring page, word finds, quizzes and activities) that encompasses a range of student levels.

<http://www.ars.usda.gov/is/kids/>

USDA for Kids, U.S. Department of Agriculture. Links to many websites with games, activities and resources for kids on agriculture, nutrition, food safety, science and math.

<http://www.usda.gov/news/usdakids/index.html>

Interactive Nutrition and Physical Activity Websites for Children

BAM! (Body and Mind). This website from the Centers for Disease Control and Prevention (CDC) was created to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger and safer. *BAM!* also serves as an aid to teachers, providing them with interactive activities to support their health and science curriculums that are educational and fun. <http://www.bam.gov/>

Clueless in the Mall, Texas A & M University. Osteoporosis prevention geared at teens.

<http://calcium.tamu.edu>

Eat Smart Play Hard Campaign. Eat Smart Play Hard is a national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity based on the Dietary Guidelines for Americans.

<http://www.fns.usda.gov/eatsmartplayhard/>

Girl Power, U.S. Department of Health and Human Services. A national public education campaign designed to encourage girls from 9 to 14 to make the most of their lives, Girl Power provides positive messages and accurate health information. Includes information and resources on body image, nutrition and physical fitness. <http://www.girlpower.gov/>

Healthfinder Kids, U.S. Department of Health and Human Services. Key resource for finding the best government and nonprofit health and human services information on the Internet. The "Kids" section contains information, games, contests and many links to child-appropriate websites.

<http://www.healthfinder.gov/kids/>

KidFit Connections. A 10-session weight management and lifestyle change workbook to help kids and their families make healthful changes. Includes information on healthful and practical eating, ways to increase your exercise, and how to take responsibility for your actions. Weekly topics include information on the Food Guide Pyramid, Nutricizing your recipes, eating out at fast food places, dealing with problem situations, positive self-talk, changing your unwanted behaviors, and incorporating fun activity into your daily lifestyle. <http://www.kidfitconnections.com/>

Kidnetic. The International Food Information Center's research-based website to promote healthy eating and physical activity among kids and parents. <http://www.kidnetic.com>

KidsWorld Nutrition, North Carolina Department of Agriculture and Consumer Services. A scientific view of nutrition for kids that includes a Food Pyramid, an explanation of the information provided on nutritional labels, and a nutrition quiz. It includes additional nutrition information and links to further online resources. In the Coloring Book, children use an interactive paint tool to learn about mixing colors and nutrition. <http://www.agr.state.nc.us/cyber/kidswrld/nutrition/index.htm>

Powerful Bones, Powerful Girls, National Bone Health Campaign. Promotes optimal bone health among girls from 9 to 12 years old in an effort to reduce their risk of osteoporosis later in life. The campaign's purpose is to encourage girls to establish lifelong healthy habits, focusing on increased calcium consumption and weight-bearing physical activity to build and maintain strong bones. <http://www.cdc.gov/powerfulbones/>

Sip All Day, Get Decay, Minnesota Dental Association. Young people can test their knowledge of healthy choices with a colorful and interactive quiz on drinking soda pop. Click on the "Sip All Day, Get Decay" icon (or "For Kids and Teens") to take the quiz, compare the sugar and acid content of various brands of soda pop, and calculate the amount of money students feed into vending machines. Also includes resources for teachers (click on "Classroom Activities"). <http://www.mndental.org/>

Smart-Mouth, Center for Science in the Public Interest. Designed to teach kids that healthy eating can be fun. Games teach kids (and their parents and teachers) how to eat well and resist the food industry's marketing campaigns. Kids can see how their favorite restaurant foods stack up, play "true or false" with a food industry spokesman, and "bite back" by asking food companies and government officials to promote nutrition. <http://Smart-Mouth.org>

The Real Truth About Fast Foods and Nutrition, ThinkQuest. This ThinkQuest Junior site explores the nutritional value of fast foods by providing nutrition information and testing students' knowledge. Includes a section on advertisements where students can learn about the techniques used by fast food companies to promote their products as well as nutrition guides for foods from McDonalds to Pizza Hut.

<http://library.thinkquest.org/4485/>

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VERB. It's what you do, Centers for Disease Control and Prevention (CDC). A paid media campaign to encourage positive activity – both physical and prosocial activity – among youth ages 9-13.

<http://www.cdc.gov/youthcampaign/index.htm>

4girls, National Women's Health Information Center. Designed to encourage adolescent girls (ages 10-16) to choose healthy behaviors by providing health-related information in an interactive, user-friendly format.

Includes six sections: Becoming a Woman; Fit for Life; You Are What You Eat; Mind Over Matters; Choosing Not to Use; and Putting It All Together. <http://4girls.gov/>

Healthy Eating Calculators

Adult Energy Needs and BMI Calculator, Children's Nutrition Research Center at Baylor College of Medicine:

<http://www.kidsnutrition.org/caloriesneed.htm>

Children's Energy Needs Calculator, Children's Nutrition Research Center at Baylor College of Medicine:

http://www.kidsnutrition.org/energy_calculator.htm

Healthy Eating Plan Calculator, Children's Nutrition Research Center:

http://kidsnutrition.org/HealthyEating_calculator.htm

MyPyramid, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

MyPyramid Tracker, U.S. Department of Agriculture: <http://www.mypyramidtracker.gov/>

Nutrition Analysis Tool, University of Illinois: <http://www.ag.uiuc.edu/~food-lab/nat/>

Personal Nutrition Planner, Dairy Council of California: <http://www.dairycouncilofca.org/>

What's in the Foods You Eat, U.S. Department of Agriculture, Agricultural Research Service:

<http://www.ars.usda.gov/Services/docs.htm?docid=7783>

Education Links with School

Community Nutrition Action Kit, U.S. Department of Agriculture, 1996. Contains youth activities, family/caregiver activities and community activities for use with Grades 3-6. Includes guidelines for implementation, reproducible handouts, resource information and references.

<http://teamnutrition.usda.gov/Resources/cnak.html>

Do More – Watch Less! California Obesity Prevention Initiative, California Department of Health Services, 2005. A toolkit for after-school programs and youth-serving organizations to encourage tweens (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the Internet and playing video games. <http://www.dhs.ca.gov/ps/cdic/copi/>

The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions, Food and Drug Administration and U.S. Department of Agriculture, 2003. Guidance for after-school program leaders working with young adolescents. http://teamnutrition.usda.gov/Resources/power_of_choice.html

Food Safety Education for Children

Food and Drug Administration Kids' Page: <http://www.fda.gov/oc/opacom/kids/default.htm>

Food Safety Coloring Book, USDA/Food Safety and Inspection Service:

<http://www.foodsafety.gov/%7Edms/cbook.html>

Food Safety Music, University of California, Davis. For fun food safety education. Click on "Food Safety Music" on left scroll bar. <http://foodsafety.ucdavis.edu/>

Food Safety Song/Coloring Sheet, U.S. Department of Agriculture Food Safety and Inspection Service and FDA Center for Food Safety and Applied Nutrition, August 2000: <http://www.foodsafety.gov/~fsg/f00color.html>

Kids, Teens and Educators Page, U.S. Department of Agriculture Food Safety and Inspection Service. Includes games, puzzles, coloring sheets and information. <http://www.cfsan.fda.gov/~dms/educate.html>

Science and Our Food Supply: Investigating Food Safety from Farm to Table, National Science Teachers Association and the Food and Drug Administration. Includes separate guides for middle level and high school science teachers, an interactive video, *Dr. X and the Quest for Food Safety* and the comprehensive *Food Safety A to Z Reference Guide*. <http://www.nsta.org/fdacurriculum>

Connecting with Existing Curriculums

Action for Healthy Kids Database. Click on "Co-Curricular Programs" under "Resources to Improve Schools."
<http://www.actionforhealthykids.org/index.php>

Agriculture in the Classroom, U.S. Department of Agriculture:
<http://www.agclassroom.org/teacher/lessons.htm>

Children's Books about Nutrition, School Nutrition Association:
<http://www.schoolnutrition.org/Index.aspx?id=508>

Classroom Connection, Colorado Department of Education. Helps teachers and food service staff members integrate nutrition education into core curriculum and the cafeteria.
<http://www.cde.state.co.us/cdenutritran/nutricafelessons.htm>

Connecticut Ag in the Classroom: <http://www.ctaitc.org/>

Eat Smart, Play Hard in South Dakota: K-6 Integrated Nutrition Education Curriculum, South Dakota State University Cooperative Extension Service, South Dakota Department of Education and Cultural Affairs Child and Adult Nutrition Services. Designed to integrate nutritional concepts into the core curriculum and to provide meaningful, relevant, real-world application of skills, concepts and knowledge to help build healthy eating patterns and to promote personal responsibility for good health. Each unit includes a parent-home connection with an informational letter to parents and homework assignments designed to extend and connect the classroom learning experiences into a round-the-clock lifestyle.
<http://schoolmeals.nal.usda.gov/Training/Eatsmart/index.html>

Eat Well & Keep Moving, Harvard School of Public Health, 2001. An interdisciplinary nutrition and physical activity curriculum aimed at building lifelong healthy habits in upper elementary school students. Focuses on classroom lessons, but can also be used to reinforce healthy practices in the cafeteria, gymnasium, home and community. <http://www.hsph.harvard.edu/nutritionsource/EWKM.html> Ordering information: <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736030964>

Gobble Up Math: Fun Activities to Complete and Eat for Kids in Grades K-3, Sue Mogard and Ginny McDonnell. The Learning Works, Inc., 1994. Ordering information:
http://ncescatalog.com/shopsite_sc/store/html/kids_korner.html

Gobble Up Science: Fun Activities to Complete and Eat for Kids in Grades 1-4, Carol A. Johmann and Elizabeth J. Rieth. The Learning Works, Inc., 1996. Ordering information:
http://ncescatalog.com/shopsite_sc/store/html/kids_korner.html

Healthy Eating for Kids' Fitness. Innovative ways to incorporate healthy snacking and physical activities into elementary classrooms and resources on linking running and learning.
<http://www.kidsrunning.com/columns/whatkidsneed2.html>

HeartPower, American Heart Association. Curriculum-based program for teaching about the heart and how to keep it healthy for a lifetime. Four key messages about heart health have been categorized by curriculum, lifestyle message, format and grade level (prekindergarten to Grade 8).
<http://www.americanheart.org/presenter.jhtml?identifier=3003357>

How to Teach Nutrition to Kids, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas. Ordering information:
<http://www.nutritionforkids.com/aboutbook.htm>

Maine Nutrition Network Book List 2003-2004. Lists nutrition-related books and cookbooks and appropriate age levels. <http://www.maine-nutrition.org/Booklist-02.pdf>

Michigan Team Nutrition Booklist. Annotated list of more than 300 books about food, healthy eating and physical activity for children in preschool through third grade. Includes a Search-By-Theme cross-reference section allowing the user to search for books related to a specific theme such as Fruits and Vegetables, Dairy, Breakfast, ABCs, Pizza, Soup-making, Outside Activity, Counting and Math, Spanish Translations and more. <http://tn.fcs.msue.msu.edu/booklist.html>

National Heart Savers Association. Includes a variety of nutrition education activities (word games, puzzles and other enrichment activities) for Grades K-8, which can be integrated with other curricular areas.
<http://www.heartsavers.org>

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- Nutrition Across the Curriculum – Lesson Plans for Grades PreK-12*, Louisiana Department of Education. Designed to help students develop positive attitudes toward good nutritional practices, to establish lifelong healthful eating patterns, to take action for good health, and to provide accurate and current nutrition information. A major goal of the project is to integrate nutrition information into content areas across the curriculum. <http://www.doe.state.la.us/lde/nutrition/1667.html>
- Planet Health*, Harvard School of Public Health, 2001. An interdisciplinary curriculum focused on improving the health and well-being of sixth through eighth grade students while building and reinforcing skills in language, arts, math, science, social studies and physical education. http://www.hsph.harvard.edu/prc/proj_planet.html
- Pyramid Café*, National Dairy Council. Teaches second graders about good eating habits, sound nutrition and basic Food Guide Pyramid concepts. Lessons incorporate other curriculum areas such as math and art. <http://www.nutritionexplorations.org/educators/lessons/pyramid-cafe/cafe-main.asp?tab=1>
- Pyramid Explorations*, National Dairy Council. Teaches fourth graders to make wise food choices and plan a healthful diet using the Food Guide Pyramid. Lessons incorporate other curriculum areas such as math and art. <http://www.nutritionexplorations.org/educators/lessons/pyramid-exp/exp-main.asp?tab=1>
- SLIC: Secondary Level Interdisciplinary Curriculum*, Pennsylvania Department of Education. Five multidisciplinary thematic units that can be taught in ninth- through twelfth-grade classes in American history, algebra/pre-algebra, consumer math, English, business education, biology, chemistry, environmental science, family and consumer sciences, and health. The five units include Special Concerns in Nutrition, Alternative Eating, Disordered Eating, Physical Activity and Food Safety. http://www.actionforhealthykids.org/resources_profile.php?id=258
- South Dakota Nutrition Expeditions*, South Dakota Team Nutrition. Nutrition lessons for Grades 7-12. Includes five units: Influences on Nutritional Practices and Wellness Across the Lifespan; Nutritional Needs of Individuals and Families Across the Lifespan – Nutritional Issues and Adolescents; Planning, Selecting, Storing, Preparing and Serving Food to Meet Nutritional Needs; Food Safety from Production to Consumption; and Food Science and Biotechnology. <http://schoolmeals.nal.usda.gov/Training/Nutrition%20Expeditions/index.html>
- Wellness, Academics and You (WAY)*. Multidisciplinary academic resource that teaches students the importance of physical activity and nutrition while helping teachers to meet state and national education standards. <http://www.wayplanet.com/wayplanet/>
- What's Cookin' in the Classroom*, New Jersey Food Stamp Nutrition Education Program. An interdisciplinary educational curriculum that focuses on nutrition while encompassing language arts and heritage storytelling. These lessons promote literacy, creativity and health and social skills. They were designed for use by teachers and other health professionals to provide nutrition education to students in Grades K-8. <http://www.njfsnep.org/>

Handouts for Children, Parents and School Staff Members

- A Parent's Guide to Healthy Eating and Physical Activity*, Preventive Medicine Institute/Strang Cancer Prevention Center, 2004: http://www.smallstep.gov/sm_steps/news_updates.html
- Balance Your Day with Food and Play Parent Brochure*: http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html
- Breakfast – Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002: <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm> (Scroll down to bottom.)
- Children's Activity Pyramid*, University of Missouri Extension, 1999: <http://muextension.missouri.edu/xplor/hesguide/foodnut/gh1800.htm>
- Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: http://www.usda.gov/cnpp/dietary_guidelines.html
- Eat Right Montana*, Montana Dietetic Association. Monthly newsletters and handouts related to promoting healthy eating and physical activity for children and families. <http://www.montanadieticassociation.org/>
- Eating Smart: A Nutrition Resource List for Consumers*, Food and Nutrition Information Center, May 2005: <http://www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.html>

- Feed Me Give Me What I Need!* U.S. Department of Agriculture Team Nutrition. Poster designed to deliver healthy eating messages to middle and high school students.
<http://www.fns.usda.gov/tn/Resources/feedmoveposters.html>
- Free Handouts for Nutrition Education*, Food and Health Communications. A variety of handouts on topics such as nutrition, fad diets, health and wellness. <http://www.foodandhealth.com/handout.php>
- Food on the Run: Healthy Eating and Physical Activity for Your Teenager*, California Project LEAN, 2002:
http://www.californiaprojectlean.org/Assets/1019/files/foodontherun_parentsbrochure.pdf
- Food Wise Learn At Home Print Materials*, Rutgers Cooperative Extension. Four brochures with information, tips, activities and recipes. Includes Easy Ways to Eat More Fruits & Vegetables; Eating Less Fat; Kids Stay Smart By Lowering the Risk of Lead Poisoning; and Low-Fat & Filling – Grain Food. <http://www.njfsnep.org/>
- Get on the Grain Train*, U.S. Department of Agriculture, 2002: <http://www.usda.gov/cnpp/Pubs/Brochures/>
- Grab Quick and Easy Snacks*, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/Files/snacks_brochure.pdf
- Handouts*, U.S. Department of Agriculture, April 1996. Eight student activity sheets for middle and high school classroom use or as a take-home nutrition education piece. Includes Dear Students (overview of Dietary Guidelines); Building Healthy Meals & Snacks; Fun Tips! Using the Dietary Guidelines at Home; Pyramid Snacks; Understanding the New Nutrition Facts Label; Be a Fat Buster!; Get Energized!; and Super Good-for-you Snacks. <http://www.fns.usda.gov/tn/Resources/dearstudent.html>
- Healthy Breakfasts for Busy Families*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairycouncil.org/wellness/flyers.html>
- Healthy Eating Helps You Make the Grade*, U.S. Department of Agriculture, January 1999. Discusses the link between nutrition and learning, and the role of Child Nutrition Programs.
<http://www.fns.usda.gov/tn/Resources/healthyeating.html>
- Healthy Kids. Healthy Families*, Centers for Disease Control and Prevention, 2003. Brochure to help parents increase physical activity among elementary and middle school youth. Also in Spanish.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>
- Healthy K.I.D.S. (Knowledge Improving Diet and Strength)*. Developed by the Children's Health Fund, these English and Spanish newsletters provide simple, accurate and culturally appropriate information on nutrition and fitness. <http://www.childrenshealthfund.org/publications/healthed.php#kids>
- Healthy Packed Lunches*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairycouncil.org/wellness/flyers.html>
- Healthy Snacks*, Center for Science in the Public Interest, 2005. Provides healthy snack ideas for teachers, parents and others to provide in the classroom, after-school programs and outside of school.
<http://cspinet.org/healthysnacks/> (A shorter one-page version is available at http://www.cspinet.org/nutritionpolicy/snacks_summary.pdf.)
- How Much Are You Eating?* U.S. Department of Agriculture, March 2002. Tips on determining and eating sensible portion sizes. <http://www.cnpp.usda.gov/Pubs/Brochures/HowMuchAreYouEating.pdf>
- Iowa State University Food and Nutrition Handouts*. Lots of handouts on various nutrition topics.
<http://www.extension.iastate.edu/pubs/fo1.htm>
- Kid Pleasing Healthy Snacks*, New England Dairy & Food Council, 2002:
<http://www.newenglanddairycouncil.org/PDF/KidPleasingHealthySnacks.pdf>
- Make Family Time an Active Time*, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html
- Making the Family Connection*, U.S. Department of Agriculture. Several handouts on healthy meals and snacking, food labels and more. <http://www.fns.usda.gov/tn/Parents/familyconnection.html>
- Move It! Choose Your Fun*, U.S. Department of Agriculture, Team Nutrition. Physical activity pyramid for children. <http://www.fns.usda.gov/tn/Resources/moveit.pdf>
- MyPyramid for Kids – Tips for Families*, U.S. Department of Agriculture, 2005:
http://teamnutrition.usda.gov/Resources/mpk_tips.pdf
- MyPyramid for Kids Worksheet*, U.S. Department of Agriculture, 2005. This worksheet helps kids track how their food choices match up to the recommendations of MyPyramid.
<http://teamnutrition.usda.gov/Resources/mypyramidworksheet.html>

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NutriFocus Fact Sheets, Oregon State University. One-page fact sheets on various nutrition topics.
<http://extension.oregonstate.edu/fcd/nutrition/publications/nutrifocus/index.php>

Nutrition Booklets and Brochures on a Variety of Topics, International Food Information Council:
<http://ific.org/publications/brochures/index.cfm>

Parents' Resource Center – School Lunch and Nutrition, The Center for Health and Health Care in Schools. Includes "For Parents: Healthy Eating at School" handout on questions parents can ask school principals or board members. <http://www.healthinschools.org/parents/lunch.htm>

Physical Activity and the Health of Young People, Centers for Disease Control and Prevention, March 2005:
<http://www.cdc.gov/HealthyYouth/PhysicalActivity/>

Portion Sizes and School Age Children: Do You Know How Much You Are Eating? North Carolina School Nutrition Action Committee, 2003. Many handouts on supersized foods, portion distortion and portion sizes. <http://schoolmeals.nal.usda.gov/Training/portion/index.html>

Power Up with Breakfast, U.S. Department of Agriculture:
http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html

Read It Before You Eat It, U.S. Department of Agriculture, March 2003. Provides a quick lesson on how to read a nutrition facts label. http://www.fns.usda.gov/tn/Resources/readit_eatit.html

Score Big with Breakfast, Oregon Dairy Council, 2004. Handout for parents and kids. The two weeks of breakfast ideas can be fixed quickly by kids, as can the pictorial recipe on the back. Quotes focus on breakfast importance for better math and reading scores, classroom behavior and attendance.
http://www.oregondairycouncil.org/resources/free_downloads/downloads/score_big_with_breakfast.pdf

Suggestions for Nutritious Snacks, Texas Department of Agriculture, 2004. English and Spanish.
http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html

Team Up at Home: Fun Nutrition Activities for the Family, U.S. Department of Agriculture, August 1996. This 20-page activity booklet in reproducible format contains a collection of hands-on nutrition education activities for parents to use with their school-age children.
<http://www.fns.usda.gov/tn/Resources/teamupbooklet.html>

The School Environment: Helping Students Learn to Eat Healthy, U.S. Department of Agriculture, July 2000. Overview of what schools and communities can do to promote a healthy school nutrition environment.
<http://www.fns.usda.gov/tn/Resources/helpingstudents.html>

The Tween Scene. Information about the nutrition and health needs of 8- to 12-year-olds (tweens) developed by health professionals and the beef industry.
<http://www.beefnutrition.com/matedownloadsforpatientsandclients.aspx>

The Understanding Series, Iowa Department of Public Health. A series of 27 fact sheets on topics related to preventing heart disease and stroke, including nutrition (e.g., cholesterol, food labels), physical activity and tobacco. http://www.idph.state.ia.us/hpcdp/understanding_series.asp

They Will Follow Your Lead, Centers for Disease Control and Prevention, 2003. Brochure to help principals increase physical activity among elementary and middle school youth.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

Three Steps to a Healthy Lifestyle, National Restaurant Association, 2003. Consumer-oriented brochure promotes balance, moderation and physical activity as important diet and exercise components of a healthful lifestyle. <http://www.restaurant.org/news/story.cfm?ID=124>

Tips for a Healthy School Year, U.S. Department of Agriculture, 2004. Internet resource for parents, schools and communities to help foster healthy eating habits.
http://www.fns.usda.gov/cnd/back_to_school/back_to_school_tips.htm

What Size is Your Serving? U.S. Department of Agriculture, March 2003. Developed for use by child-care center staff members and parents of young children enrolled in child-care centers.
<http://www.fns.usda.gov/tn/Resources/whatsize.html>

You Inspire Strong Minds, Centers for Disease Control and Prevention, 2003. Brochure to help teachers increase physical activity among elementary and middle school youth.
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

10 Easy Ways to Improve Your Family's Eating Habits, Texas Department of Agriculture, 2004. English and Spanish. http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html

10 Fun Ways to Activate Your Family Life, Texas Department of Agriculture, 2004. English and Spanish.
http://www.squaremeals.org/fn/render/channel/items/0.1249.2348_2503_0_0.00.html

10 Tips to Healthy Eating and Physical Activity for You: A Brochure for Kids from 9-15 Years, American Dietetic Association and President's Council on Physical Fitness and Sports, February 1998:
<http://ific.org/publications/brochures/tentipskidsbroch.cfm>

Nutrition Promotion

Dining Room Demos: Short Interactive Nutrition Lessons for the Cafeteria, American School Food Service Association, 2003. Nutrition education displays that can be set up in the cafeteria to educate students with quick and easy health messages while they are waiting in line or passing through the cafeteria. Include objectives, resources and step-by-step directions for successful cafeteria displays in four areas: Shopping Tips; Reading Your Label; Take Five to Read the Facts; and Shopping Scorecard.
<http://www.schoolnutrition.org/Index.aspx?id=1138>

Food and Health Calendar. List of nationally recognized food, nutrition and health days for each month.
<http://www.foodandhealth.com/healthcalendar.htm>

Food Theme Monthly Calendars Links, University of Nebraska-Lincoln Cooperative Extension:
<http://lancaster.unl.edu/food/cqlinks.htm>

Fruit and Vegetable Challenge Packet, U.S. Department of Agriculture, 2004. A Fruit and Vegetable Challenge poster with a dry-erase marker and instructions for classroom use.
<http://teamnutrition.usda.gov/Resources/fvchallengepacket.html>

Got Milk? Milk nutrition information, contests, games and trivia. <http://www.got-milk.com/>

Health Observance Calendar, National Health Information Center. This planning guide lists national health observances (days, weeks or months devoted to promoting particular health concerns), along with the sponsoring organizations and information about supporting materials that will be available.
<http://healthfinder.gov/library/nho/>

HealthierUS School Challenge. Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity.
<http://www.fns.usda.gov/tn/HealthierUS/index.html>

Pick A Better Snack & Act, Iowa State University Extension. Provides tools to help promote fruit and vegetable consumption, including BINGO-type card, snack cards, promotional letters and more.
<http://www.extension.iastate.edu/food/>

Team Nutrition, U.S. Department of Agriculture. Information on joining as a Team Nutrition school.
<http://teamnutrition.usda.gov/team.html>

Team Nutrition Days How-To Kit, U.S. Department of Agriculture, 1997. A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities and publicity.
<http://www.fns.usda.gov/tn/Resources/howtokit.html>

Team Nutrition Event Calendar, U.S. Department of Agriculture. Developed to help plan and conduct creative nutrition education activities that support healthy school meals. The calendar lets you see at a glance the many opportunities for coordinating nutrition education with events throughout the year. Downloadable Companion files, offering activities, handouts and recipes, can help bring ideas to life.
<http://www.fns.usda.gov/tn/Calendar/index.htm>

Team Nutrition School Activity Planner, U.S. Department of Agriculture, 1997. A "how-to" guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities. It includes activity suggestions and reproducible materials that can be personalized, copied and distributed to children and families. <http://www.fns.usda.gov/tn/Resources/activityplanner.html>

Why Milk? National Dairy Council. Includes contests, "Personal Trainer" diet assessment activity, recipes and information on milk. <http://www.whymilk.com>

3 *Nutrition Education and Promotion*

Additional resources can be found in the *Healthy School Nutrition Environment Resource List* available at <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>. This list is updated regularly.